

NAME OF UNIT— *Non-Fiction Article Collection - Celebrating Cultural Diversity in America*

Objective Students will be able to use text evidence to make logical inferences.

“I Can” Statement I can use text evidence to support my responses.

Common Core Standards

CCSS.ELA-LITERACY.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.L.6.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.7.4.A

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.8.4.A

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

New Tx TEKS Standards

6.2(B) use context such as definition, analogy, examples to clarify the meaning of words

6.6(F) respond using newly acquired vocabulary as appropriate

7.2(B) use context such as contrast or cause and effect to clarify the meaning of words

7.6(F) respond using newly acquired vocabulary as appropriate

8.2(B) use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words

8.6(F) respond using newly acquired vocabulary as appropriate

6.6(C) use text evidence to support an appropriate response

6.6(G) discuss and write about the explicit or implicit meanings of text

7.6(C) use text evidence to support an appropriate response

7.6(G) discuss and write about the implicit and explicit meanings of text

8.6(C) use text evidence to support an appropriate response

8.6(G) discuss and write about the explicit or implicit meanings of text

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What's coming next:

Each month, four articles will be released (one for each week of the month) to be used with students in middle school grades to bring about cultural awareness and discussions of traditionally marginalized people who have overcome challenges and contributed greatly to our country.

Here's what you can expect, for a total of 32 articles . . .

(Each set will be released approximately 1 week before the month begins)

4 articles for September

4 articles for February

4 articles for October

4 articles for March

4 articles for November / December combined

4 articles for April

4 articles for January

4 articles for May/June

Teacher Ideas for Student Engagement & Differentiation

Assign one article on Monday and have it due by Friday.

Monday:

* Read together / aloud / record yourself reading it on Monday.

* Annotate for important ideas (i.e. unfamiliar terms, "a-ha" moments, struggles or challenges that have been overcome, interesting bits of information, main idea, purpose of certain details).

Tuesday - Friday:

* Students respond to one question per day, or perhaps they simply have until Friday to submit their responses.

Another idea *not* based on a Monday - Friday setup:

Read & Respond on the same day, together. Students can submit responses on a shared document to promote both writing / typing AND discussion. This could be a shared Google doc, or a Padlet form, or any other tool to bring students' responses together for a more engaging discussion.

Search YouTube for a brief video highlighting the person of the week from the article. Compare the information from the video to the information in the article and discuss new insights or types of information presented in both forms. You can do this as the teacher, or challenge your students to do this on their own to extend the learning and discussion.

Refer to your grade level standards to look for additional teachable moments or to see where to differentiate higher or lower depending on your students' needs.

Remember that when it comes to engaging your students, they can listen to an audio recording of you reading the article (outside of class), or they can read it on their own. Or, you could read it aloud with them in real time.

